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AUTHOR Murphey, Carol; Wallace, Kendra R.
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ABSTRACT

The unit focuses on the lifestyles of two social groups in East Africa: the traditional nomadic Masai and the traditional agrarian Kikuyu. The activities engage students in an exploration of the dynamic interactions between these people and the animals that share the same land. Activities include: (1) "Houses"; (2) "Elephants"; (3) "Who Gets To Survive?"; (4) "Cool, Clear Water"; and (5) "Stories Can Tell." The closing activity is "Reflecting on the Things Needed To Maintain Life." The unit emphasis is intended to provide a lens through which students may examine the concept of survival through a vantage point outside of their daily reality; such a perspective can expand their knowledge about themselves and their relationship to the diverse world in which they live. (EH)

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What Do We Need to Live on Planet Earth?

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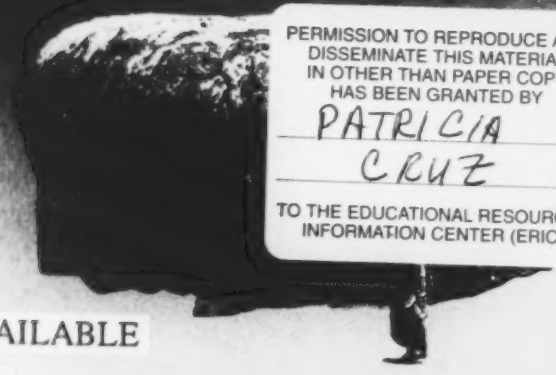

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WHAT DO WE NEED TO LIVE ON PLANET EARTH?

A CASE STUDY OF TRADITIONAL RURAL LIFE IN EAST AFRICA

A Curriculum Unit for History and Social Studies
Grades 2-4

Developed by

Carol Murphey and Kendra R. Wallace

Stanford Program on International and Cross-Cultural Education (SPICE)

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Littlefield Center, Room 14, Stanford University, 300 Lausen Street,
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Telephone (800) 578-1114 or (415) 725-1486
Fax: (415) 723-6784

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TABLE OF CONTENTS

unit introduction

WHAT DO WE NEED TO LIVE ON PLANET EARTH? 1
Rationale 1
Unit Goals 2
Curriculum Connections 2
Group Work 2
Multiple Abilities 4

teacher preparation

PREPARING FOR GROUP ACTIVITIES 5
Time and Suggested Sequence of Activities 5
Materials and Equipment 6
Teacher Preparation 6
Optional Activities 7

orientation activity

THINKING ABOUT SURVIVAL 9
Teacher Background 9
Resource Card 1 11
Resource Card 2 12

activity one

HOUSES 13
Teacher Background 13
Activity Card 15
Resource Card 1 16
Resource Card 2 17
Resource Card 3 18
Resource Card 4 19
Individual Report 20

activity two

ELEPHANTS 21
Teacher Background 21
Activity Card 23
Resource Card 1 24
Resource Card 2 25
Resource Card 3 26
Resource Card 4 27
Individual Report 28

activity three

WHO GETS TO SURVIVE? 29
Teacher Background 29
Activity Card 31
Resource Card 1 32
Resource Card 2 33
Resource Card 3 34
Resource Card 4 35
Resource Card 5 36
Resource Card 6 37
Individual Report 38

activity four

COOL, CLEAR WATER 39
Teacher Background 39
Activity Card 41
Resource Card 1 42
Resource Card 2 43
Individual Report 44

activity five

STORIES CAN TELL 45
Teacher Background 45
Activity Card 46
Resource Card 1 47
Resource Card 2 50
Individual Report 51

closing activity

REFLECTING ON THE THINGS
NEEDED TO MAINTAIN LIFE 53
Teacher Background 53

appendices

a: Political Map of the African Continent 55
b: Physiographic Map of the African Continent 56
c: Reference Materials 57
d: Related Curricula 58
e: Related Readings for Children 59

Unit Introduction

WHAT DO WE NEED TO LIVE ON PLANET EARTH?

Historians and anthropologists provide a lens that allows us to see the history of humankind from a vantage point outside our daily existence. This lens gives us insights into the causes and consequences of our immediate actions; it allows us to make connections between those actions and the past and the future.

Lucía Nuñez, Coordinator
Latin America Project, SPICE, 1993
WHY DO PEOPLE MOVE?
Migration From Latin America

Rationale

Young children are increasingly conscious of the issues in the world that impact their lives and their environment. They are exposed daily to "doomsday" predictions in the media and are very aware of the problems facing our planet. Students are eager to participate in activities that address issues of maintaining life on earth and which give them in some small way the means to shape their future.

The struggle to survive is a fundamental human impulse. This unit is designed to contribute further to environmental studies curriculum by examining the question: "What are some of the basic things all living organisms need to live?" The six activities in this unit are based on the concept that all living things exist in relationship to one another, sharing a need for food, water, shelter and a need to communicate in some way with other animals and their surrounding environment. This unit does not present students with a list of necessities for life, but instead, requires them to think critically and decide for themselves what are basic needs.

The unit focuses on the lifestyles of two social groups in East Africa: the traditional nomadic Masai (Muh-séye) and the traditional agrarian Kikuyu (Kee-koó-yoo). The activities engage students in an exploration of the dynamic interactions between these people and the animals that share the same land. The unit emphasis is intended to provide a lens though which students may examine the concept of survival through a vantage point outside of their daily reality; such a perspective can expand their knowledge about themselves and their relationship to the diverse world in which they live.

unit introduction

Since this unit focuses on the "traditional" lifestyles of two social groups in East Africa, it is important for the teacher to discuss with the students what is meant by "traditional" so as not to foster stereotypes. "Traditional" in this unit generally refers to lifestyles not altered excessively by influences of modernization and industrialization. "Traditional" does not mean "never changing"; it is important for students to understand that all cultures naturally change and progress over time, although the rate of change may increase as cultures come into greater contact with each other.

All people who are from Kikuyu and Masai backgrounds do not live in traditional ways— many live and work in cities as do people the world over. Traditional rural lifestyles are often difficult, requiring a constant effort to meet basic human requirements. Life in the cities, for most people, may also be seen as a challenging environment where basic needs must be met in other ways. The every-day issues of city living and urban survival found in countries around the world are present in East African cities. Common to all of these diverse lifestyles is the human condition; through the exploration of such diversity, students and teachers may find new understandings and solutions to some common human problems.

Unit Goals

Through exploring what humans and other animals need to live, students will:

- examine basic needs from various perspectives.
- recognize that all living things have common, basic needs.
- explore lifestyles different from their own.
- seek answers to open-ended questions.
- be encouraged to think critically.
- make inferences based on information they collect.
- have opportunities to learn using the auditory, visual and kinesthetic modalities by speaking, reading, writing, listening and manipulating materials in meaningful ways.

Curriculum Connections

This unit is designed to be used by students in grades 2 through 4 in Social Studies. It may be used at any point in the curriculum where students are asked to learn about people from other cultures, and to examine contemporary or more traditional lifestyles.

Group Work

This design of *What Do We Need to Live on Planet Earth?* is based on many years of research in the Stanford School of Education by Dr. Elizabeth Cohen, and more recently Dr. Rachel Lotan, on how to increase student access to learning through group work. This research by The Program for Complex Instruction led to the development of a teaching approach and a model for curriculum materials. The teaching approach itself is a complex one and involves intensive staff development for full implementation. These materials are not designed to introduce that approach to the novice. They do, however, fit the model for curriculum

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materials and may be useful to teachers using the complex instruction approach. It is our hope that material developed in this way will also be useful to teachers using other cooperative, small group teaching strategies.

Group work units contain 5-8 activities organized around a big idea, central question, or major concept of a discipline. Students rotate through a series of group activities designed to stimulate thinking and discussion about the big idea. When students report the results of their investigations, the teacher needs to ask questions that probe the students' understanding, make connections among the different activities, and address the fundamental content of the unit.

At the heart of these curriculum materials are resource materials which draw heavily on primary sources and provide students with greater access to the academic content of the unit. When students examine photographs or use audio tapes in addition to textual material, they have increased access to the learning task. Even students who cannot read at grade level will participate more.

Each activity includes a group project that is multi-dimensional and encourages the use of multimedia. These projects give more students the opportunity to contribute to the success of the group and demonstrate and be recognized for their own competence and understanding of the content. Increased participation is related to increased learning. These materials combine a group project which reinforces the students' interdependence and an individual report which holds students individually accountable.

An important feature of this curriculum model is the open-ended nature of the questions. Most questions do not have one right or wrong answer and the group products also depend on the group's decision. This design feature contributes to the development of higher-order thinking skills.

In *What Do We Need to Live on Planet Earth?*, the orientation activities are included to set the stage for studying the concept of survival. The Survival Brainstorming Activity encourages students to think about what survival means, and to identify all of the basic things they need to survive. It also facilitates dialogue about the meaning of basic versus luxury. The Map Discussion Activity orients students to the geographical region focused on in the unit, as well as locates students in relationship to the rest of the world. In the Vocabulary Activity, students are introduced to, and work with, some of the words and concepts needed to begin the unit.

At the core of the unit are five activities that specifically address the big question yet focus on different aspects of survival. Each activity includes a section for the teacher with background information, extension questions to assist the teacher in debriefing sessions, and a list of related issues to serve as further research or discussion items. The activity also includes a set of cards for the students: a Resource Card, which includes vocabulary and background information; and an Activity Card, which provides study questions and a task the group must complete.

Multiple Abilities

In order to ensure access to learning, multiple ability tasks are incorporated within each of the unit activities. The following is a list of some of the multiple abilities that the students will draw upon to complete the various activities in this unit:

Linguistic abilities
- read, listen, and respond to a variety of informational sources through writing and speaking

Analytical abilities
- understand how the various texts contributes to the central idea of survival
- translate the message of the texts into other forms, such as drawings and skits

Visual and spatial abilities
- examine and analyze visual information/messages
- planning ahead, anticipating stages of construction through art-based projects

Dramatic abilities
- express feelings and concepts through presentations that require gesture, voice and movement

Reference Materials

Cohen, Elizabeth G. *Designing Groupwork: Strategies for the Heterogeneous Classroom.* New York: Teachers College Press, 1994.

Cohen, Elizabeth G. "Restructuring the classroom: Conditions for productive small groups." *Issues in Restructuring Schools,* Issue Report No. 2, Spring 1992.

Icons

For easier references, the following icons are used throughout the unit:

Group Activity

Homework

Teacher Background

Audio Cassette

PREPARING FOR GROUP ACTIVITIES

Structure

The Complex Instruction model is based on the idea that true understanding of a concept comes only through working with that concept repeatedly. Ideally, each group should have the opportunity to experience each activity—in this case the students go through five "rounds." At least two or three rounds of activities are recommended. The chart below demonstrates how all the groups could experience five rounds.

Group A	Group B	Group C	Group D	Group E
Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Activity 5	Activity 1	Activity 2	Activity 3	Activity 4
Activity 4	Activity 5	Activity 1	Activity 2	Activity 3
Activity 3	Activity 4	Activity 5	Activity 1	Activity 2
Activity 2	Activity 3	Activity 4	Activity 5	Activity 1

Roles

Many teachers find that assigning roles to each member of the group encourages full participation. The following roles have been found effective:

- **Facilitator:** makes sure everyone understands the instructions; makes sure all the group members participate; calls the teacher if no one in the group knows the answer; and makes sure that all members of the group get the help they need.
- **Recorder:** makes sure group has notes from the discussion; and makes sure everyone completes an individual report.
- **Materials Manager:** collects whatever materials are needed to complete the task.
- **Harmonizer:** makes sure communication lines are open; and makes sure there are no "put downs."
- **Reporter:** organizes the group's report to the class; discusses with the group what will be reported; and summarizes the activity to introduce the report to the class.

Time

The central question of this unit is: What are some of the basic things humans and other animals need to live? The unit takes approximately eight days to explore, and begins with a one hour orientation component.

Suggested Sequence of Activities

The students then work through each activity over the course of the next six days, spending approximately one half-hour on most tasks. Each activity contains a Resource Card with relevant vocabulary and information, and an Activity Card with study questions and a group task. The teacher reviews each group's activity at the end of the day by asking students to share the results of their work.

The following sequence and suggested time is recommended for the activities:

Activity	Suggested Time
Orientation Activity	1 hour
• Activity 1	30 minutes
• Activity 2	30 minutes
• Activity 3	30 minutes
• Activity 4	30 minutes
• Activity 5	30 minutes
• Closing Activity	30-50 minutes

Materials and Equipment

- Butcher paper
- Tape
- Construction paper
- Markers of all sizes
- Glue
- Paper and pencils
- World map or world globes
- Pointer or ruler
- Poster board
- Blank cassette tape
- Tape recorder
- Masai and Kikuyu Study Prints
- Study Prints of elephant
- Habitats
- Contemporary picture books about East Africa

Teacher Preparation

1. Each activity includes a set of Resource and Activity cards. It is suggested that the teacher copy these onto heavy stock paper in different colors for easier reference. For example the Resource Cards might be copied in yellow and Activity Cards in green. If possible, it is advisable to laminate the Cards so that they can be reused. Another option is to insert them into plastic sleeves.

2. If the classroom environment allows, each group should have their own table. The Cards and any equipment they will need should be on the table before the students get started.

3. Maintain a section of the classroom with materials for the students to complete their group tasks. This section should be designated so that the Materials Managers know where they can go to obtain supplies

for their group. To enhance the task in Activity 1, you may want to bring in items that you would normally recycle (plastic [bottles, straws, lids, caps, etc.], cardboard [tubes, beverage carriers]) as well as popsicle sticks and toothpicks, if possible.

4. Ideally, each group should have their own tape player and blank cassette to record the story in Activity 5. If this is not possible, the activity suggests that students instead present their version of the story to the rest of the class.

5. Use a stopwatch or a simple kitchen timer to keep track of time for each segment of the activity.

6. The reading ability of second and third grade students will vary greatly. The teacher may wish to read the Activity and Resource Cards to each group, or tape record them. This will insure a better understanding of the material by all students.

7. Students with special needs, such as the learning disabled student and the student learning English, will be able to participate effectively in the unit activities because they emphasize group collaboration on each task and the utilization of abilities other than reading and writing. Everyone has an opportunity to be a contributor to the product through the varied student roles required to complete an activity.

Optional Activities

- In Activity 4, the students are asked to chart their water use, as well as an estimation of the water use of a traditional Masai person. It is suggested that as the students work through the activities, the teacher may want to keep a comprehensive chart of the students' responses. Or, the teacher can prepare a chart ahead of time for the students to fill out as the different groups work through this activity.

- Designate a corner or a space in the classroom to be the "Sustaining Life Area." Prepare a table and/or a wall where items or pictures of things necessary for survival can be displayed throughout the duration of the unit. A chart listing all of the items might be posted in the Sustaining Life Area.

- Have the students display and examine the class' Earthquake Preparedness Kit, or other natural disaster kit, to find out what types of things it contains in case of an emergency. Is there anything else that students would like to include? Keep the kit on display in the Sustaining Life Area during the rest of the unit.

- Check out the book "Stone Soup"[2] by Geof Hewitt at your school or local library. The book illustrates the importance of extending ourselves as human beings by fostering a sense of community, responsibility and compassion for all people.

- Activity Four explores the importance of water. If possible, bring in some plants for students to study, such as the cactus, that are suited for dry, arid climates. Students can examine the features that allows them to thrive in dry conditions.

- Encourage students to bring in newspaper or magazine articles about any aspect of basic needs and human survival. These could be displayed on poster board in the Sustaining Life Area.
- Have newsprint available for students to record any questions or comments they may have about human survival needs.
- If possible, videotape, record, or photograph the various groups' performances.

Endnotes

Hewitt, Geof. *Stone Soup*. Ithaca, NY: Ithaca House, 1974.

Orientation Activity

THINKING ABOUT SURVIVAL

Overview

The purpose of this Orientation Activity is to have students begin thinking about things they need to live and the ways in which people address those needs. The activity allows students to explore survival needs in their lives, and introduces them to the communities of focus in this unit. In addition, students will situate themselves in the larger global context and familiarize themselves with global geography by using a world map.

Outline of Activity

After the teacher discusses the meaning of survival to the class, students brainstorm the ways in which their own communities meet their basic needs. The teacher introduces the areas and people in East Africa they will be investigating, and provides some general background information (from the Teacher Information component in Activity One). Working with a world map, students identify and examine the region in which they live, in East Africa, considering how geographical characteristics are important to human survival. Students are then asked to think about how other people in different communities might meet their basic survival needs.

Objectives

- to introduce students to the idea of survival
- to familiarize students with the world map
- to have students situate themselves within the local and larger world contexts
- to encourage students to make informed predictions about the world

Materials

- construction paper or butcher paper
- large markers for chart
- world map, or world globe/s
- long ruler, or map pointer
- Resource Cards (1-2)—two per group

Time

- Survival Brainstorming Activity: 30 minutes
- Map Discussion: 10 minutes
- Vocabulary Activity: 20 minutes

Suggested Procedure

Survival Brainstorming Activity

1. Introduce the unit by first introducing and discussing the word "survival." This word is often used in a negative context, suggesting critical concern. Work with the students to ensure they understand that survival refers to sustaining all life.

2. Ask the students to think about some of things they need to stay alive, and what things they do to make sure that they have access to

these things (i.e., shop for or grow food, live in houses or apartments, drink water, share space with others). For example, teachers may ask, "What are some of the things you need to live?", and "How do your families take care of you and help you get the things you need?" The teacher can write the students' answers on a large piece of paper for reference in future activities.

3. Explain to the students that they are going to learn about how some people living in parts of East Africa meet their basic survival needs. Using the Teacher Information component in Activity One, provide some background information about the rural Masai and Kikuyu. Emphasize to students that, as in their own region, people living in East Africa live in different types of settings (urban/rural/etc.) It is suggested that the teacher display any available pictures of rural and urban East Africa during the unit.

Map Discussion

1. Using a world map or globe, have the students locate Africa, Kenya, Tanzania, their own continent, their country, their state, province or region, and their city.

2. Ask students to point out key geographic features in their region, such as rivers, lakes, oceans, mountains, plains and deserts. Have them to do the same in the countries of Kenya and Tanzania. Ask students to compare the geographic features of East Africa with those of their own region. What can they say about their own region/about Kenya and Tanzania? What can students predict about each countries' climate and landscapes by looking at the map? What are some other ways that students can learn about the geography of these countries?

3. Ask students to think out loud and discuss what people in the countries of Kenya and Tanzania might need to live. Could there be any differences based on what they noticed from the map? If not, why?

Vocabulary Activity

1. In small groups, have the students read through vocabulary from Resource Card 1.

2. After the groups read the information on Resource Card 2, ask the students to circle the vocabulary words in this section.

3. As a whole class, ask the students to discuss the information from Resource Card 2. You may want to ask "What do some of the people in rural East Africa do to provide the things they need to live?" "What word describes a way of living that uses the knowledge older people have passed along to you?" It is important to incorporate the vocabulary words into the discussion.

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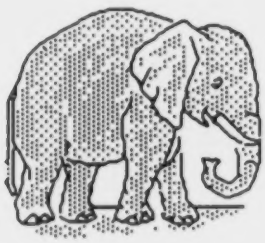
THINKING ABOUT SURVIVAL
RESOURCE CARD 1



VOCABULARY

Read the following words out loud in your group:

- **area:** a space, a place.
- **basic needs:** the things needed to stay alive.
- **herd:** to care for animals that eat plants.
- **SURVIVAL:** to continue to live.
- **Tanzania and Kenya:** countries in East Africa.
- **traditional:** doing things based on the knowledge, beliefs, or customs passed on by those who lived before you.

THINKING ABOUT SURVIVAL
RESOURCE CARD 2

THE MASAI AND KIKUYU

Traditional Masai and Kikuyu people are from Kenya and Tanzania, countries in East Africa. Some Masai and Kikuyu live in cities. Traditional Masai herd animals, while traditional Kikuyus farm to provide food and money for their families. Water is sometimes hard to get in areas where traditional Masai and Kikuyu live.

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Activity One

HOUSES

This lesson asks students to research Kikuyu and Masai housing and why it is beneficial to their way of life and how it helps them to survive. Drawing from the two examples, students will build a house modeled after traditional Kikuyu and Masai designs in their small groups.

The Masai of Kenya and Tanzania, East Africa, are a nomadic cattle herding people. They are some of the last people living in relation to the land and the animals as did their ancestors. As has happened in communities around the world, industrialized ways of living often impose upon, and consequently change, pre-industrial societies. The Masai are not exempt from this exposure to this process. The Masai of Tanzania have little contact with the industrialized countries in the West, and therefore are the least changed by what many call "modern" life. The Masai of Kenya, on the other hand, have more exposure and are incorporating change slowly into their more traditional ways of living. These ways of life are challenged as more and more land, long used as Masai grazing sites, is being taken for farming and the creation of national parks by local governments. Some Masai, interested in leaving a nomadic lifestyle, have been able to move to urban areas to seek work and formal education.

The Masai live in communities called kraals. A kraal is a group of grass, branches, mud and dung plastered houses. The houses are surrounded by a circular thorn fence that keep cattle in and predators out. Small openings through the thorns indicate the number of family groups living in the kraal, one entrance for each family. The shape of the house varies from group to group, but they share the basic characteristics of being rounded, oblong, slightly domed, less than the height of a person, and windowless. The darkened interior serves to provide shade on a hot dusty plain, warmth on cool nights, and discourages the numerous flies that are attracted by light. The doorway never enters directly into the house, so as to discourage the intrusion of large animals. Spears are kept at the entrance to repel intruders. The kraal will be abandoned when the cattle have eaten the local grasses, and the community will move on to new pastures and other kraals. When the grass renews, they will return.

The Kikuyu of East Africa are farmers. They migrated to Mount Kenya area around 1800 AD. Many of them have intermarried with the Masai, allowing for an infusion of traditions from both communities. Kikuyu continue to practice a traditional system of farming in which land fertility is maintained by leaving the land unplanted for a year or two. Different crops require different soils and temperatures, therefore the families have what is called a githaka, or an estate with varied types of

land such as ridges, slopes and valleys. The land is not worked at the same time, allowing it to rest and restore its fertility. Sometimes, Kikuyu farmers and large herbivores must compete for use of the same land. A community with matriarchal characteristics, traditional Kikuyu mothers often give their sons some of their land when they marry; the sons continue to live on this land with their wives and children. This extended family is called a clan. Traditional Kikuyus live together in a group of round houses made of branches and mud with thatched roofs. Granaries for the storage of crops are located between the houses. They usually have a platform to keep the crop off the ground, some sort of a container for storage, and a thatched roof.

Many contemporary Kikuyu are moving to and work in cities. For example, in Kenya, Kikuyu people have been very active in the city's political life, and were instrumental in taking the rule back from British Colonials in 1963, making Kenya an independent African nation. The first President of Kenya, Jomo Kenyatta was Kikuyu. His Father's mother and one of his uncles were also Masai. In the past, the Masai and Kikuyu have mostly lived peacefully side by side for long periods of time, although in other periods they experienced conflict and unrest. In East Africa today, Kikuyu and Masai may live traditional lifestyles or may work and live in modernized urban areas.

Outline of Activity

Using the print of a Masai house, students brainstorm answers to the questions on the Activity Card. Working in their small groups, students draw a plan of a Masai or Kikuyu house and community, noting the important features of the structures that help the people to live.

Objectives

- to explore the relationship between the form and the function of traditional Masai and Kikuyu homes
- to make connections between people, their environments, and their lifestyles

Materials

- study prints of Masai woman and a Masai house
- butcher paper, or poster board, or construction paper
- assorted pens and markers
- Resource Cards (1-4), Activity Card—two per group

Time

- Suggested time: one hour

Extension Questions

1. Why are houses important for traditional Masai?
2. Why is it important how traditional Kikuyus store their food?
3. What types of things are used to build the place where you live? From where do the materials come?—close by or far away? If from far away, how did the materials get to your area?
4. How is your neighborhood organized? Is it organized like a traditional Masai community? If so, how?
5. What types of things does your home have that help you to live?

HOUSES
ACTIVITY CARD

QUESTIONS

Answer these questions with your group:

- If the Masai move from place to place, why do they build houses?
- Why do the Kikuyu granaries have decks off of the ground?
- How are the Masai and Kikuyu houses similar? How are they different?
- How do houses help the Masai and Kikuyu meet their basic needs?

YOUR TASK

Build a model of either a traditional Kikuyu or Masai house. Remember to build the parts of the house which help them to survive. Use materials in your classroom and from your home, like paper, crayons, pens, cardboard, and plastic. Your group reporter will describe your project to the class. Make sure your group is ready to answer the questions above.

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HOUSES
RESOURCE CARD 1

MASAI HOUSE

MASAI MOTHER AND CHILD

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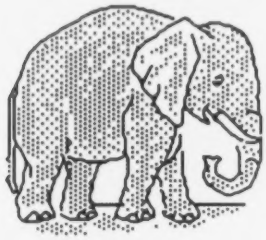
HOUSES
RESOURCE CARD 2



VOCABULARY

Read the following words out loud in your group:

- **angle:** a shape made where two lines meet.
- **attack:** to meet with force or violence.
- **crops:** the plants that farmers grow for food and other things, like cotton.
- **dung:** animal droppings.
- **githaka:** land of a family, or an estate.
- **granary:** a building to keep crops.
- **oval:** egg-shaped.
- **thatch:** made of grass, branches, and fibers.

HOUSES
RESOURCE CARD 3

THE MASAI

Traditional Masai are from Kenya and Tanzania, countries in East Africa. Traditional Masai are nomads, and move from place to place with their animals. A Masai house is made of mud, grass, branches and cow dung. It has an oval shape, one door, no windows, and a round roof that is almost as tall as a person. The door goes into the house at an angle. (See picture.)

- Many Masai live on hot, dusty, grasslands.
- The nights can be cold.
- There are many flies.
- Cows and goats live inside the thorn fence that is around the houses.
- The Masai move to new places after the cows and goats eat all of the grass nearby.
- Lions and hyenas live in the area and can attack people.

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HOUSES
RESOURCE CARD 4

THE KIKUYU

The traditional Kikuyu are from Kenya and Tanzania. Many Kikuyu are farmers and families live together on githakas (gee-tah-kuhs), or estates. These Kikuyu build their houses in groups. The houses are round and made of branches, mud, and thatch roofs.

- Many githakas, or estates, are on different types of land, like cliffs, hills and valleys.
- All of the land is not planted at the same time because the land needs to rest.
- Crops need different soils and temperatures in order to survive.
- Traditional Kikuyus keep their crops in granaries between their houses. The granaries have a thatch roof, a container for storage, and decks around them to keep the crops off of the ground.

INDIVIDUAL REPORT

How do houses help the traditional Masai and Kikuyu live?

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Activity Two

ELEPHANTS

Elephants share the East African plain with the Masai, their cattle, the Kikuyu and their farm lands. An elephant is an herbivore (plant eater), eating up to three-hundred pounds of roots, leaves, fruit, grasses and bark a day. An elephant uses his tusks as tools to strip bark from trees and dig up roots. The trunk is used for pulling up grass and branches and picking berries and fruit. The trunk is also used to drink water and breathe.

African elephants are the largest of all living land mammals and can weigh up to 14,000 pounds, or about seven tons. A male African elephant can be as much as twelve feet tall when measured to his shoulder. Elephants live about seventy years and a female can have up to sixteen calves in her lifetime. Elephants live in social groups, care for their young, protect each other and mourn when another elephant dies. African elephants have never been domesticated.

Due to their immense size and need for large quantities of food to survive, African elephants are in direct competition with domesticated grazing animals, as well as wild ones; indirectly, they are in competition with humans, who depend upon the grazing lands to support their livelihoods—their animals. As the East African plain is divided up into farmlands and game reserve parks, the habitat open to elephants is disappearing. The African elephant is an endangered species for two reasons: they are killed for the value placed on their ivory tusks, and there is less and less land that can feed the large herds of elephants. Elephants, like humans, can multiply in a small space and over consume limited resources which leads to their own destruction. This was demonstrated in 1971 in the National Game Park, Tsavo, Kenya. The elephant herd had increased to thirty thousand elephants, more than could be supported in the confines of the park, and when drought hit they slowly starved to death.

Outline of Activity

In this lesson, the students examine a series of pictures of elephants, and think about which habitats are the most advantageous for these animals. They explore the issues that can arise when elephants find themselves in need of grazing lands where humans graze their animals. Students work together to create a potential resolution to such a situation.

Objectives

- to make connections between people, their environments, and their lifestyles
- to critically examine an issue
- to construct creative solutions to a problem

activity two: elephants

Materials

- study prints of elephant habitats
- butcher paper, or poster board, or construction paper
- assorted pens and markers
- Resource Cards (1-4), Activity Card—two per group

Time

- 30 minutes

Extension Questions

1. Why is it difficult for humans and elephants to share the same land?
2. In your group's plan, what types of things are needed to make sure the elephants, people and their animals have enough to survive (i.e., lots of space, abundant food resources [seeds, irrigation], water, money, etc.)?
3. Would your plan need a lot of money? How do you think you could raise the money to do your plan?

Related Questions

1. What do you think happens to wild animals in your area when new buildings are constructed? Is the space shared by both animals and people? Or do the animals move to another area?
2. What types of parks can you think of that protect animals in your area?

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ELEPHANTS ACTIVITY CARD

QUESTIONS

Look at your picture cards and discuss these questions in your group:

- What do elephants need to live?
- Which picture or pictures show a place where an elephant would like to live? Why are these places better for their survival?
- What can happen if elephants and people need to use the same land to graze?

YOUR TASK

Draw a plan showing how elephants and the Masai can share the same area. You may want to draw the types of plants that the animals need to eat, and places where the animals and people can get water.

Remember to think about what elephants need to survive. How will your group make sure that the elephants and the Masai's animals will have enough food?

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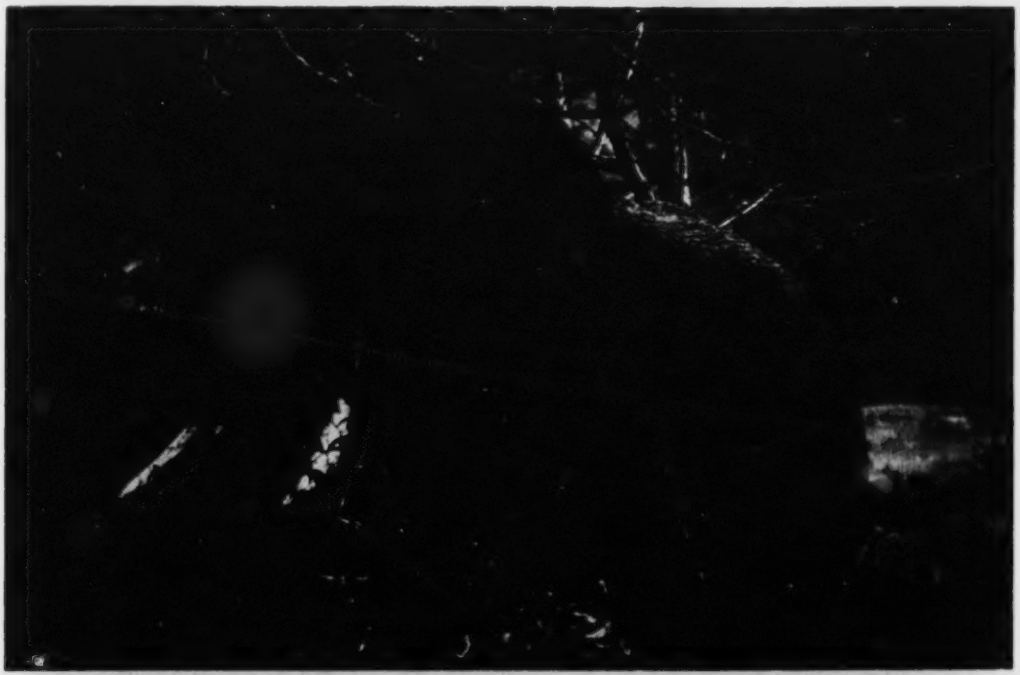
ELEPHANTS
RESOURCE CARD 1
(1 of 2 pages)

ELEPHANT HABITATS



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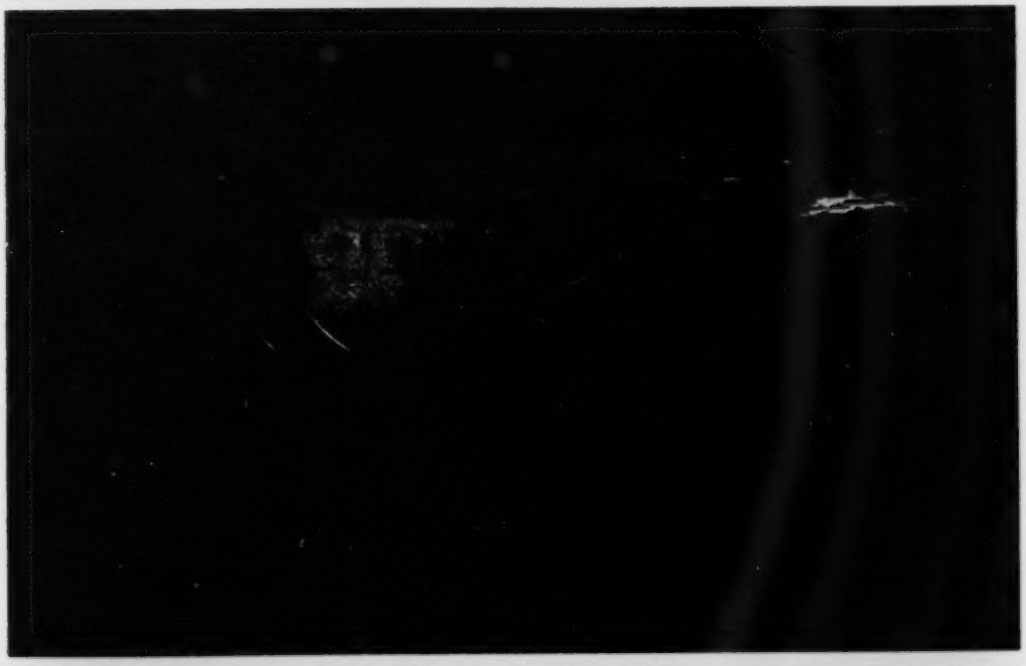
ELEPHANTS
RESOURCE CARD 2
(2 of 2 pages)

ELEPHANT HABITATS



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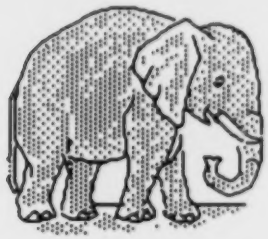
ELEPHANTS
RESOURCE CARD 3



VOCABULARY

Read these words out loud in your group:

- **graze:** when animals eat grass and living plants.
- **habitat:** the area where an animal lives.
- **roam:** to move around freely.
- **tree bark:** the outer part of a tree.

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ELEPHANTS
RESOURCE CARD 4

AFRICAN ELEPHANTS

The elephants in Kenya and Tanzania live in many different habitats. Elephants are very big and need a lot of space and food. Some elephants live in parks, and others live in open areas. Traditional Masai need land for their animals, sometimes where elephants also want to graze.

- Elephants can eat 300 pounds of grass, branches, fruit, roots and bark a day.
- Elephants can live a long time and have many babies.
- When an elephant pulls up a plant to eat it, the plant will not grow back unless it drops seeds.
- Trees die if animals eat the bark.

INDIVIDUAL REPORT

How did your group make your plan? What types of things did your group find important to have in your plan?

Activity Three

WHO GETS TO SURVIVE?

Kikuyu farmers and large herbivores sometimes compete for the same land. The nomadic Masai are also occasionally in competition with elephants for grazing land. Both humans and animals must eat and drink from the same land to survive. Given the size of elephants, cape buffalo and other large mammals, fencing will not keep them from crops. In Kenya, the growing human population is farming right up to the animal reserves and inevitable clashes occur between the protected large animals and humans. Many of these incidents occur during times of drought, when the animals are desperate for food. People starve when the animals eat their crops. The students will be asked to look at this problem and discuss some ideas for peaceful co-existence.

Outline of Activity

In this lesson, the students examine pictures of Kikuyu and Masai areas, and discuss why some places are better for people to live. They explore the issues that may arise when governments try to protect elephants by using land that could be used for Kikuyu and Masai grazing and farming. Students consider the relationships between conservation and survival by developing thoughtful models for elephant preservation areas.

Objectives

- to make connections between people, their environments, and their lifestyles
- to think about the benefits and drawbacks of conservation efforts
- to construct creative solutions to a shared problem

Materials

- animal study prints
- Resource Cards (1-6), Activity Card—two per group

Time

- 30 minutes

Extension Questions

1. Why is it difficult to keep elephants away from people's crops (i.e., size of elephants/lack of boundaries, elephants need for new growth, etc.)?
2. What are some of the most important issues for people who want to protect the elephants? For people who want to protect farms?
3. Can the government help the situation? If so, how?

Related Issues

- The struggle over protecting the Spotted Owl's habitat and the interests of the logging industry in the U.S. Pacific Northwest can present a parallel discussion about the issues that arise between humans and their environment (i.e., jobs, materials for consumption, wildlife and extinction).

- Many people around the world like to buy the ivory from elephant's tusks, but this means that an elephant must be killed for its tusks. Local people can make money from killing and selling the elephant's tusks— money that can help them to live. Killing the elephants can also help control the number of elephants born. Yet, many international tourists like to visit East Africa, and will pay to see the elephants. What kinds of options do the governments and local people have?

Reference Materials

Cairncross, Frances. *Costing the Earth: The Challenge for Governments, the Opportunities for Business.* Boston, MA: Harvard Business School Press, 1993.

WHO GETS TO SURVIVE?
ACTIVITY CARD

QUESTIONS

Look at your picture cards and discuss these questions in your group:

- What would you do if elephants ate your family's crops? Why?
- What do large animals and Kikuyu farmers need to survive together in the same areas?

YOUR TASK

Working in two groups, pretend some of you are Kikuyu farmers, and some of you work to protect elephants. There has been no rain this year, so there is very little food. Elephants are coming to your farm because they are hungry.

There is going to be a meeting to discuss the issue.

In your group, make a short play about the meeting. Talk about what your group will do. Make sure each person in your group has a turn to talk. Each person should speak at least two times. Present the skit to the class.

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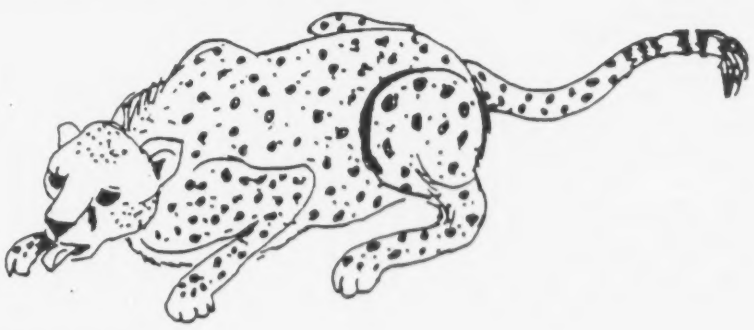
WHO GETS TO SURVIVE?
RESOURCE CARD 1
(1 of 4 pages)

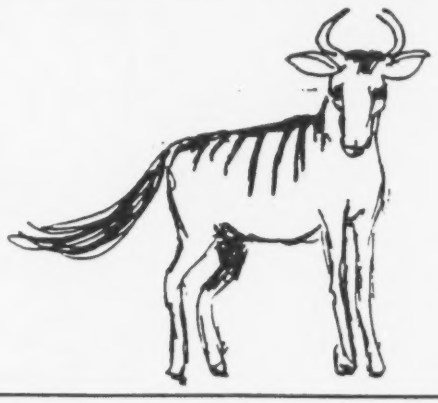
LOCAL ANIMALS

Cheetah: 30 inches tall-4 feet 2 inches long



eats: animals only

Wildebeest: 4 feet 4 inches tall-6 and 1/2 to 7 and 1/2 feet long



eats: grass

Human: 3 to 7 feet tall

eats: everything

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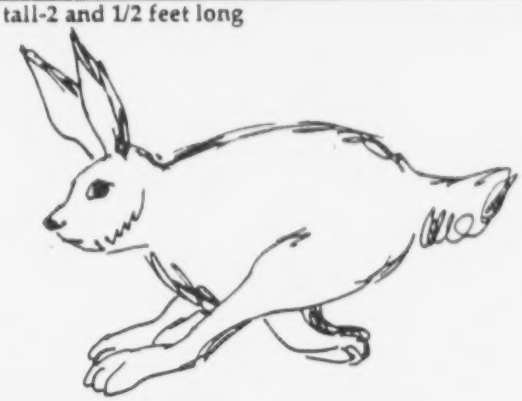
WHO GETS TO SURVIVE?
RESOURCE CARD 2
(2 of 4 pages)

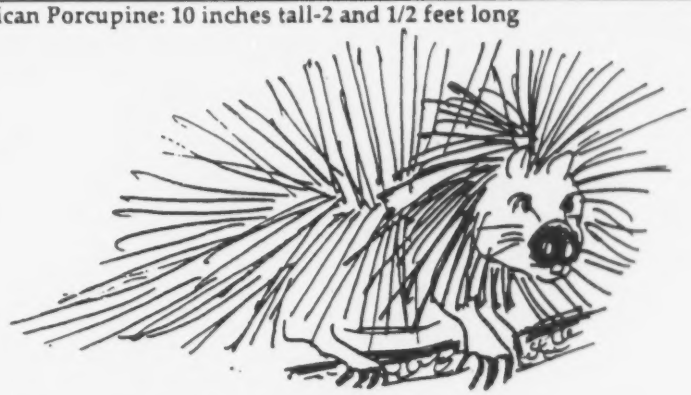
LOCAL ANIMALS

Cape Hare: 10 inches tall-2 and 1/2 feet long



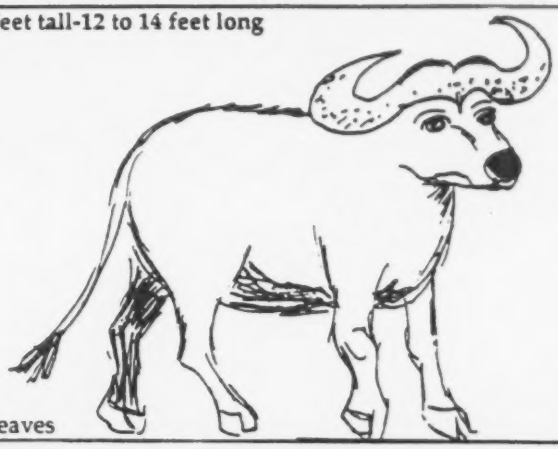
eats: grasses, bushes, bark

African Porcupine: 10 inches tall-2 and 1/2 feet long



eats: plants, roots, fruit and sometimes dead animals

Cape Buffalo: 5 feet tall-12 to 14 feet long

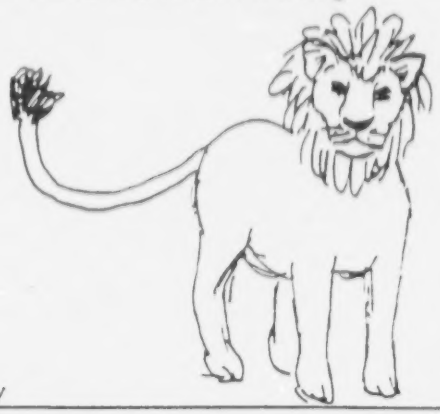


eats: grasses and leaves

WHO GETS TO SURVIVE?
RESOURCE CARD 3
(3 of 4 pages)

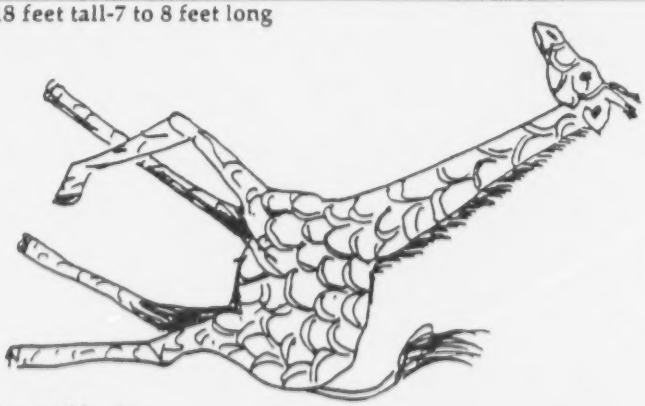
LOCAL ANIMALS

Lion: 3 feet 4 inches tall-5 feet 7 inches feet long



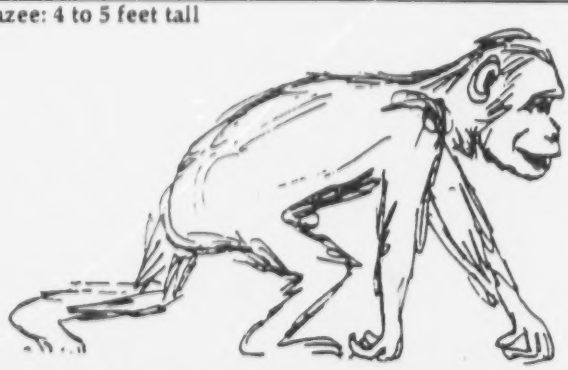
eats: animals only

Giraffe: 15 to 18 feet tall-7 to 8 feet long



eats: leaves, twigs and bark

Chimpanzee: 4 to 5 feet tall



eats: bark, grass, fruit, seeds, buds, insects and small animals

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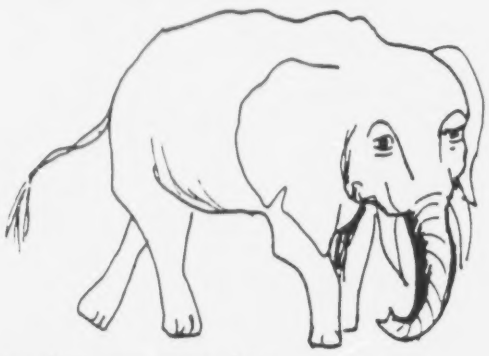
WHO GETS TO SURVIVE?
RESOURCE CARD 4
(4 of 4 pages)

LOCAL ANIMALS

Elephant: 6 to 12 feet tall-17 to 19 feet long

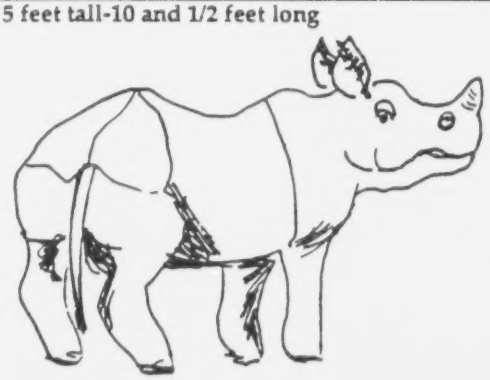


eats: bark, branches, grass, roots, fruit

Rock Hyrax (Elephant relative): 10 inches tall-15 to 20 inches long

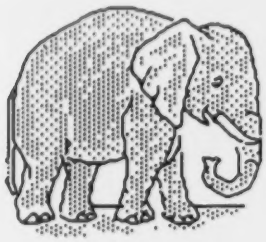
eats: bark, branches, grass, roots, fruit

Black Rhinoceros: 5 feet tall-10 and 1/2 feet long



eats: shrubs, twigs and grasses

WHO GETS TO SURVIVE?
RESOURCE CARD 5



VOCABULARY

Read the following words out loud in your group:

- **decide:** to make a choice.
- **government:** an organization that leads a country.
- **herbivore:** an animal that only eats plants.
- **issue:** a situation to think through.
- **wild animals:** animals that do not live with people.

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WHO GETS TO SURVIVE?
RESOURCE CARD 6

SHARING THE LAND

Large herbivores (plant-eating animals), and people sometimes live in the same areas. People and large animals are born almost every day. People need to use the land for gardens and for their own animals.

Kikuyu farms are sometimes next to government parks where wild animals are protected. These animals cannot be killed. When there is no food inside the parks because of the weather, large animals leave. Elephants may go to Kikuyu farms and eat their crops if they are hungry. When this happens, the farmers and their families have no food to eat.

INDIVIDUAL REPORT

Write about how you think Kikuyu farmers could share the same land with large animals, such as elephants.

Activity Four

COOL, CLEAR WATER

Our planet is mostly water, we are mostly water and without water there would be no life as we know it. People the world over have too little, too much, or just enough of it. Water determines where people settle, where animals live, and is the cause of many conflicts.

A person can live many days without food. Some people who fast have gone without food for two months or more. A man in India survived for eighty-one days without food. But the longest a human can survive without water is ten days. Under conditions of heat and dry air, such as in a desert, the time may be even shorter.

Sometimes there is drought in Eastern Africa. California is also a region that experiences periodic drought, but the state has the infrastructure to find, buy and transport water from other places, as is done with food. This is not true in parts of Africa. When drought strikes, crops fail, grass does not grow. People are more likely to become weak and prone to illness and disease, while animals may die from lack of food necessary to find other water sources. Often, there is not a financial base for developing the technical infrastructure to preserve water, or the geographical possibility to transfer it to places where it is needed.

Outline of Activity

This lesson asks students to look at the role of water in their everyday life, and to discover its importance to the survival of all life forms. They examine pictures of East Africa to see how water is stored and used, then compare their own uses and sources of water use in their region. Students document their daily water usage, and chart their consumption amounts next to the estimated amounts used by a Masai person when there is no drought. The teacher asks students to talk about their water consumption and the water consumption of a Masai person. Students should have access to a one gallon or one liter container of water in the room to help them estimate.

Objectives

- to examine the relationship that humans, animals and the environment have with water
- to think critically about the need for water
- to explore where water comes from and how it is stored
- to recognize the differences between basic water needs and surplus water usage

Materials

- butcher paper, pens, pencils
- Resource Cards (1-2), Activity Card—two per group
- picture books with scenes from East Africa

Extension Questions

1. How do you get water every day (bottles, drinking fountain, the store, a well, etc.)? Where does the water originally come from, and how does it get to you (trucks, aqueducts, pipes, etc.)? Do you get water in different ways than some people living in rural East Africa? If so, how?

2. How do you use water? Do you use water only to survive, or do you use water in other ways also (i.e., as a luxury)? How?

3. Why do you think it can be difficult to get water in some parts of East Africa (e.g., geography, drought, infrastructure [money for aqueducts, reservoirs, and transportation systems])?

Related Issues

- Most students are aware of conservation efforts in their own area. How can students begin to conserve water every day—at home and at school?
- Think of some plants that are able to store water for long periods of time. Some plants, like the cactus, can be found in parts of the United States, Africa and other parts of the world where it is generally dry. How do these plants survive in dry climates? If possible, bring one or more cactus to the class, and have students examine and the features that allow it to survive in arid areas.

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COOL, CLEAR WATER ACTIVITY CARD

QUESTIONS

Read the information on the Resource Cards and discuss these questions in your group. You may also want to look at picture books in your classroom or library that show scenes from East Africa.

- Where would the Masai and Kikuyu find and store water? How do you?
- In what ways do you think the Masai and Kikuyu use water?

YOUR TASK

On a large piece of paper, show how much water each person in your group uses every day and how you use it (like in a bath or for cooking). Guess how much water a Masai person uses every day and how they use it. Use the example below to chart your answers.

Example:

I use water for...	How much?	A Masai person uses water for...	How much?

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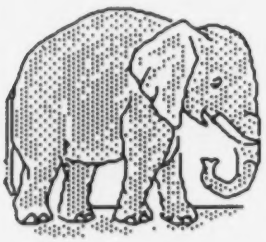
COOL, CLEAR WATER
RESOURCE CARD 1



VOCABULARY

Read the following words out loud in your group:

- **conserve:** to save something, or to protect something.
- **dam:** a wall that holds water.
- **drought:** when there is little rain over a long period of time.
- **reservoir:** a large space that holds water from rain or snow.

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COOL, CLEAR WATER
RESOURCE CARD 2

WATER MEANS SURVIVAL

Water is something every plant and animal needs to live. People and animals have to live where there is water. In parts of Africa today, if there is no rain to give water people can die. When it does not rain for a long time, it is called a drought. The state of California in the United States has droughts too, but it has ways to buy and bring water in from other places. This is not always possible in some parts of Africa, where there may be no water to buy, or no reservoirs and dams to hold the rain water.

- A person can survive 10 days without water.
- A person drinks about 2 quarts of water a day.
- An elephant can drink up to 147 gallons of water a day.
- Some plants store water inside so they can survive a long time without rain.

INDIVIDUAL REPORT

Write about why you think water is important for people in rural areas of East Africa.

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Activity Five

STORIES CAN TELL

What is found valuable and important for life is connected to the environment, which greatly influences the cultures and lifestyles of people. In this activity, a Masai folktale from an East African Fourth Grade Reader introduces some items of importance to the Masai. Those mentioned in the story are:

- a clay pot for cooking, since clay is abundant
- animal fat for cleansing and cosmetics, because it retains moisture in dry climates
- beads for the necklaces worn by both men and women
- cow dung for constructing houses
- a fly whisk to keep away the flies attracted by the cow dung and the animals

Outline of Activity

This activity asks students to orally present (or tape record, when possible) the included Masai folktale to the class as a whole. Through their reading, students learn about those items that are often important to many traditional Masai, and will consider the relationship of local materials to lifestyles. Every student is expected to take part in the reading, and the group creates their own ending to the open-ended folktale.

Objectives

- to critically analyze a Masai folktale
- to extract pertinent information from the story
- to create a unique ending to the story
- to orally participate in the presentation of the story

Materials

- when possible, a blank cassette tape and tape recorder to tape the story
- a copy of The Cape Hare story for each member of the group
- Resource Cards (1-2), Activity Card—two per group

Extension Questions

1. What types of things are used by people almost everyday in the story?
2. What types of important things do you use every day (e.g., lunch-box, plastic bags, lotion, belt, an umbrella, mittens, fly-swatter, etc.)? Do you use these things during certain times of the year, or all of the time (for example, fall, winter...)?

STORIES CAN TELL ACTIVITY CARD

YOUR TASK

The story you are going to read is a traditional Masai folktale. The story talks about some of the things that are important for traditional Masai life.

In your group, have one person read the Cape Hare story out loud. As a group, talk about what kind of ending you would like to give the story. Write down your ending. After hearing the story, discuss the following questions in your group:

- How does the story help us understand more about the Masai people and the things they need to live?
- How do the things you use each day help you to stay alive?
- What else do we learn about the Masai from this story?
- What can other people learn about you from stories about your culture or country?
- Do stories always tell us everything we need to know about a group of people like the Masai? Explain.

Next, have each person choose one part of the story to read. If your group has a tape recorder, have each per-son read their part of the story into the tape recorder.

If your group does not have a tape recorder, present the story to your class. Make sure that each person has a part to read.

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STORIES CAN TELL
RESOURCE CARD 1

CAPE HARE: A MASAI TALE

Once upon a time there was a Cape Hare looking for fun. As he walked along, he came to the River Mara in Africa. It was hard to swim across, but he did. When he got to the other side he saw his tail had come off. "What can I do?" he said.

As he sat by the river he saw a good clay pot. He picked it up and went down the path. Soon he saw some Masai Murran trying to cook a cow in broken pots. The gravy was running out. He stood by them and said," I have a good pot."

"Give us your pot," said the Murran, "and we will give you a big piece of uncooked fat in return."

"All right." said the Hare and he gave them the pot and the Murran gave him a big piece of fat.

Then the Cape Hare sang:

" A pot, a pot that I got when the water took my tail."

Next he met some Masai Girls who were rubbing water on themselves.

"You will never be pretty that way. I have a big piece of fat."

"Give us your fat," said the Girls, "and we will give you a pretty necklace in return."

"All right." said the Hare and he gave them the fat and the Masai Girls gave him a pretty necklace.

Then the Cape Hare sang:

"The fat, the fat that I got for my pot. A pot, a pot that I got when the water took my tail."

As he walked along he saw some Masai Grandmas making necklaces of wild fruit.

"Why are you doing that?" asked the Cape Hare.

"We have no beads," they said.

"I have a pretty necklace," said the Hare.

"Give us your necklace," said the Grandmas "and we will give you cow dung for the walls of your home in return."

"All right." said the Hare, and he gave them the necklace and the Grandmas gave him a lot of cow dung.

Then the Cape Hare sang:

"The necklace, the necklace that I got for my fat. The fat, the fat that I got for my pot. A pot, a pot that I got when the water took my tail."

Next he saw some Masai Grandpas making mud pats for the walls of their houses.

"Why don't you use cow dung?" the Cape Hare asked. "I have a lot."

The Grandpas said, "We have none. Give us yours and we will give you a nice fly whisk."

"All right." said the Hare, and he gave them the cow dung and the Grandpas gave him a nice fly whisk.

Then the Cape Hare sang:

"The cow dung, the cow dung that I got for my necklace. The necklace, the necklace that I got for my fat. The fat, the fat that I got for my pot. A pot, a pot that I got when the water took my tail."

The Cape Hare was very pleased with himself. Next he met a Water Buck. "Watch me dance with my fly whisk," said the Hare and he stuck the fly whisk where his tail used to be and danced up and down.

"That is neat," said the Water Buck, "let me try it."

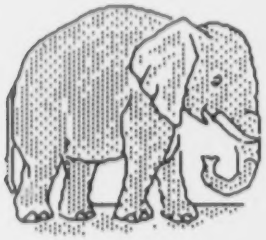
"Okay," said the Hare and he gave the Water Buck the fly Whisk. The buck danced and danced. He would not stop.

"Give me back my fly whisk", said the Hare.

"No", said the Water Buck and he didn't.

This made the Cape Hare very mad and he…

STORIES CAN TELL
RESOURCE CARD 2



VOCABULARY

Read the following words out loud in your group:

- **Cape Hare:** a rabbit from areas of Kenya and Tanzania.
- **Murran:** Masai people who care for the cows.
- **fly whisk:** an object used to keep away flies.

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INDIVIDUAL REPORT

What things do you use every day that are important to you? Are these things necessary for your survival? What things do you use are necessary for your survival?

Activity Six

CLOSING ACTIVITY: REFLECTING ON THE THINGS NEEDED TO MAINTAIN LIFE

Now that students have had a chance to explore the concept of survival, the following activity has students reflect upon what they've learned. Time for reflection encourages students to synthesize the information they've acquired and focus back on the big question, "What are some of the basic things all living organisms need to live?"

Outline of Activity

This activity begins by having students review their brainstorming ideas from the Orientation Activity. Working independently, students are asked to write down five things they would want to have with them if their class was stranded in an empty classroom. Working in small groups, students share their ideas and decide as a group which five things they would need. The groups share their responses with the class, and their ideas are compared to those from the initial Orientation Activity.

Objectives

- to have students reflect upon the concept of survival
- to encourage students to make informed decisions about their own survival
- to have students work cooperatively towards a group goal

Materials

- construction paper or butcher paper
- large markers for chart
- tape

Time

- Suggested time: 30-50 minutes

Suggested Procedure

1. Have students re-examine their list of ideas brainstormed from the Orientation Activity. Ask students to think about which things they feel are still important to survival, and which may not be critical for meeting their basic needs.

2. Describe to students a scenario in which they would be stranded in an empty classroom at their school for two days. On a piece of paper, ask students to independently write down five things (only five) that they feel they would need to survive as a group.

3. Have students move into their small groups. Ask students to decide upon a single list of five survival items for their group and write them down on a large piece of butcher paper.

4. Have the groups present their five items and tape them up on a wall.

5. As a whole class, review the groups' responses. The teacher should make a new list, noting if there are any common and/or outlying responses.

6. Compare this list with the one from the Orientation Activity and discuss their similarities and differences, if any.

Extension Questions

1. Do you think our classroom is prepared for an emergency? What can we do to prepare for an emergency?

2. What types of factors make it difficult for people to meet their basic needs (e.g., drought, lack of money, long distances and spaces, overcrowding, money to build and maintain an infrastructure, etc.)? What types of factors make it easier?

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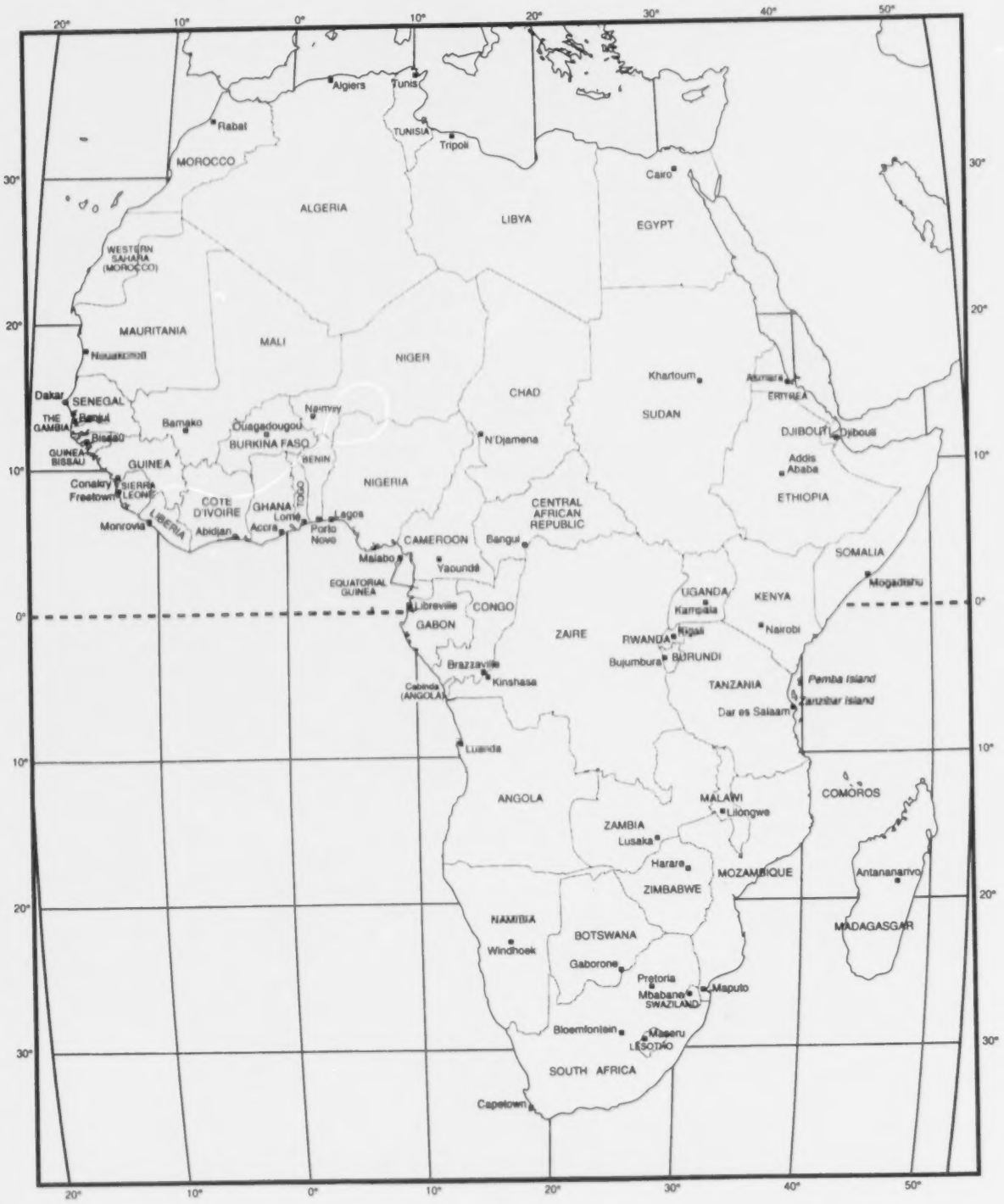
POLITICAL MAP OF THE AFRICAN CONTINENT



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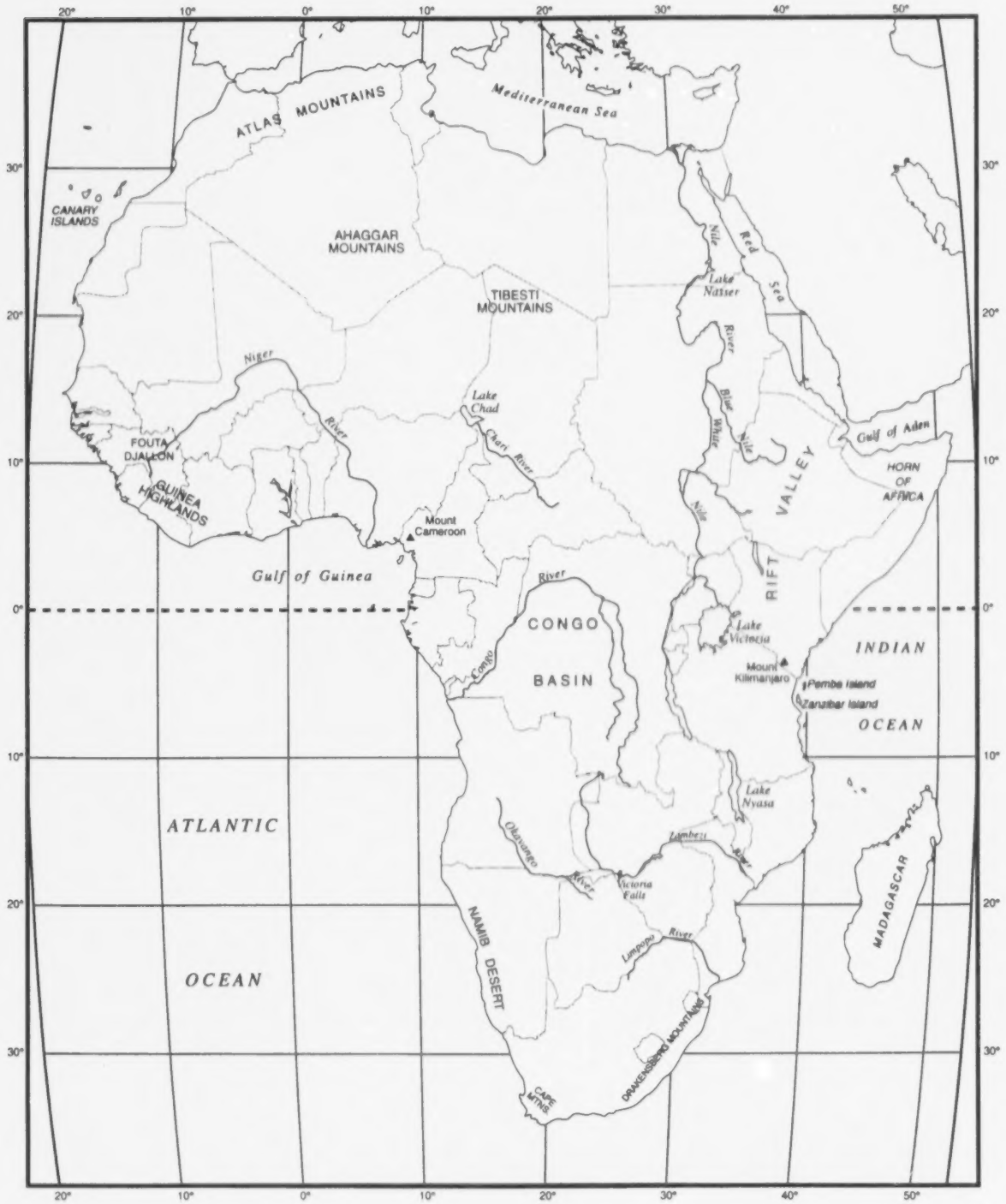
PHYSIOGRAPHIC MAP OF THE AFRICAN CONTINENT



62

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REFERENCE MATERIALS

Cairncross, Frances. *Costing the Earth: The Challenge for Governments, the Opportunities for Business.* Boston, MA: Harvard Business School Press, 1993.

Cohen, Elizabeth G. *Designing Groupwork: Strategies for the Heterogeneous Classroom.* New York: Teachers College Press, 1986.

Cohen, Elizabeth G. "Restructuring the classroom: Conditions for productive small groups." *Issues in Restructuring Schools,* Issue Report No. 2, Spring 1992.

Hewitt, Geof. *Stone Soup.* Ithaca, NY: Ithaca House, 1974.

RELATED CURRICULA

The following curriculum units were selected from *Environmental Education: Teacher Resource Handbook, A Practical Guide for K-12 Environmental Education* by Richard J. Wilke, and *Environmental Education: Compendium for Human Communities*, a joint project by The California Energy Commission and the California Department of Education. The selections were chosen because of their potential to contribute further to student exploration around the concept of survival and related issues of basic human needs and environmental concerns.

Grades K-3

Living Lightly in the City: An Urban Environmental Education Curriculum Guide	Schlitz Audubon Center 1111 East Brown Deer Road Milwaukee, WI 53217 414-352-2880
Myself and Others	American Forum for Global Education National Clearinghouse on Development and Environmental Education 45 John Street, Suite 908 New York, NY 10038 212-732-8606

Grades 4-6

Community Connections	The Oakland Museum 1000 Oak Street Oakland, CA 94607 510-238-3818
Food First	Institute for Food and Development Policy 145 Ninth Street San Francisco, CA 94103 800-888-3314
Making Connections: Linking Population and the Environment	Population Reference Bureau Circulation Department PO Box 96152 Washington, DC 20090 800-877-9881

Grades 4-9

Development Education: Building a Better World	American Assoc. of School Administrators 1801 North Moore Street Arlington, VA 22209 703-875-0748

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Related Readings for Children

Baker, Jeannie. *Window*. New York: Greenwillow Books, 1991. **Grades 2-4.**

Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin, 1978. Grades **Pre K-3.**

Provensen Alice and Martin. *Shaker Lane*. New York: Viking Kestrel, 1987. **Grades K-4.**

Seuss, Dr. *The Lorax*. New York: Random House, 1971. **Grades 2-5.**